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ABSTRACT

This paper describes the Indiana Professional Standards Board and nine standards for English/language arts teachers. An extensive preface discusses the board, fulfilling the board's mission, a unified system of quality assurance, the core standards, the standards development process, and the standards assessment process. The nine standards address: (1) concepts, tools of inquiry, and structures of English/language arts; (2) knowledge of language development and learning theory; (3) knowledge of and adaptation to diverse learners; (4) instructional strategies and curriculum design; (5) learning environment; (6) communication using media and technology; (7) assessment; (8) professional development; and (9) school and community. Each standard includes knowledge statements (describing the body of knowledge critical to successful teaching), disposition statements (describing habitual behaviors which communicate the traits valued by the teaching profession), and performance statements (describing application of that knowledge) used in meeting the standard. Recommendations for developing English/language arts programs for teachers of early childhood and middle childhood, early adolescence, and adolescence and young adulthood; and a draft 17-item glossary are attached. (RS)

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INDIANA PROFESSIONAL STANDARDS BOARD

Standards for Teachers of English/ Language Arts

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PREFACE

About The Board

> *The Indiana Professional Standards Board is established to govern teacher training and licensing programs. Notwithstanding any other law, the board and the board's staff have sole authority and responsibility for making recommendations concerning and otherwise governing teacher training and teacher licensing matters* Public Law 46-1992

With these words the state legislature in 1992 created and empowered the Indiana Professional Standards Board. The Board's mandate encompasses all components of the education profession. The Board consists of nineteen members, eighteen of whom are appointed by the Governor, and the nineteenth is the State Superintendent of Public Instruction, who serves *ex officio*. Thirteen of the eighteen appointed members are required to hold an Indiana teacher's license and must be actively employed by a school corporation. These members represent specific subjects, positions, and grade levels. These include: a superintendent, two principals, a director of special education, an early childhood teacher, an elementary education teacher, a middle/junior high school teacher, a special education teacher, a vocational education teacher, a student services representative, an English/language arts teacher, a mathematics teacher, and a science teacher. Three members must represent Indiana teacher preparation units within Indiana public and private institutions of higher education. There are two public members, one a school board's representative, a second a business representative.

Fulfilling the Mission

In its first year, the Board decided to undertake two tasks. It moved to maintain and support the program areas of the state Department of Education, which had been placed under the Board's jurisdiction. It determined its mission and vision, which would serve as guides to long term goals and specific decisions. The Board determined that before it could adequately determine its mission and vision statements, it first had to understand the current research, trends, and issues in pre-kindergarten through grade twelve (P-12) education. Accordingly, the Board undertook a year of study during which its members both read extensively and heard from many national and state leaders in the preparation of education professionals and the fields of P-12 education. After this year of research, the Board wrote and adopted its Mission and Vision Statements.

The first portion of the Board's Mission Statement reads " . . . to establish and maintain rigorous, achievable standards for educators beginning with pre-service and continuing throughout their professional careers." Initially, the Board assessed the current systems and practices in these areas and found that Indiana had strong programs in the preparation and induction of education professionals. However, the Board also believed, based on its research and dialogue with education leaders, that new goals and standards could elevate to even higher levels the quality of education professionals in the state. This belief was put into action in August of 1994, when the Board voted to adopt performance-based standards for the preparation and licensure of education professionals.

The Board believes that performance-based standards will bring three advantageous results. First, these performance standards will reflect the growing national consensus on the knowledge, skills and dispositions needed to provide a high quality of instruction. Second, these standards will provide a linkage to Indiana's goals for students in P-12 education, and last, these standards will focus on demonstrated ability to impart knowledge rather than considering only if an education professional has knowledge.

A Unified System of Quality Assurance: Standards Supporting the Redesign

The new performance-based licensing system will encompass the same three phases as the current model (preparation, induction and continued practice). The differences between the new and current models center on how education professionals are prepared and how candidates for licensure are assessed. The focus will be on achieving standards and the actual demonstration of understanding and application. Just as the goal for P-12 education is making learning a lifelong process for students, so the goal for teacher preparation is to make knowledge and skills related to teaching a career long process. Key to the reform of teacher preparation and licensure is a unified system of standards and assessments throughout the career of the education professional.

An important foundation for Indiana's new system is the work done by professional organizations at the national level in setting standards for all phases which are interrelated and consistent. These groups include:

The National Council for Accreditation of Teacher Education (NCATE). NCATE provides a mechanism for voluntary peer regulation of the professional education. NCATE is designed to establish and uphold professional standards of excellence related to best practice. In Indiana, approval of pre-service programs that prepare tomorrow's teachers is based on these standards. Indiana's partnership with NCATE enables simultaneous state and national review of pre-service preparation programs. This partnership complements the state's move to a performance-based licensure system.

The Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC, established in 1987 by the Council of Chief State School Officers, supports collaboration among states interested in rethinking teacher preparation, induction, licensing and assessment for the education profession. INTASC began its work by articulating standards for a common core of teaching knowledge and skills essential to all beginning teachers. Thus far, INTASC has developed standards for beginning teachers of mathematics, English/language arts, and science. Indiana is a member of INTASC.

The National Board for Professional Teaching Standards (NBPTS). The NBPTS is an independent non-profit organization, founded in 1987, governed by a sixty-three member board of directors, the majority of whom are classroom teachers. The NBPTS establishes standards for what accomplished teachers should know and be able to do. The NBPTS operates a national voluntary system to assess and certify teachers who meet these standards.

All of these organizations share the view that the complex art of teaching requires performance-based standards and assessment strategies that evaluate what teachers can actually do in authentic teaching situations. Taken together, the standards developed by these groups embody the most up-to-date professional knowledge about preparation programs for education professionals.

The Core Standards

In 1994, the Indiana Professional Standards Board adopted the INTASC model standards for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers. The INTASC standards describe what every beginning education professional should know and be able to do. Each standard includes knowledge, disposition and performance statements used in meeting the standard. Knowledge statements describe the body of knowledge critical to successful teaching, a performance statements describe the application of that knowledge; disposition statements describe the habitual behaviors which communicate the qualities or traits valued by the teaching profession. Through performances, candidates demonstrate their ability to combine content knowledge and professional dispositions necessary for the successful teaching of students.

The IPSB has adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
Model Standards for Beginning Teachers Licensing and Development

Principle #1:	The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle #2:	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Principle #3:	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Principle #4:	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle #5:	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Principle #6:	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle #7:	The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
Principle #8:	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Principle #9:	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle #10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Standards Development Process

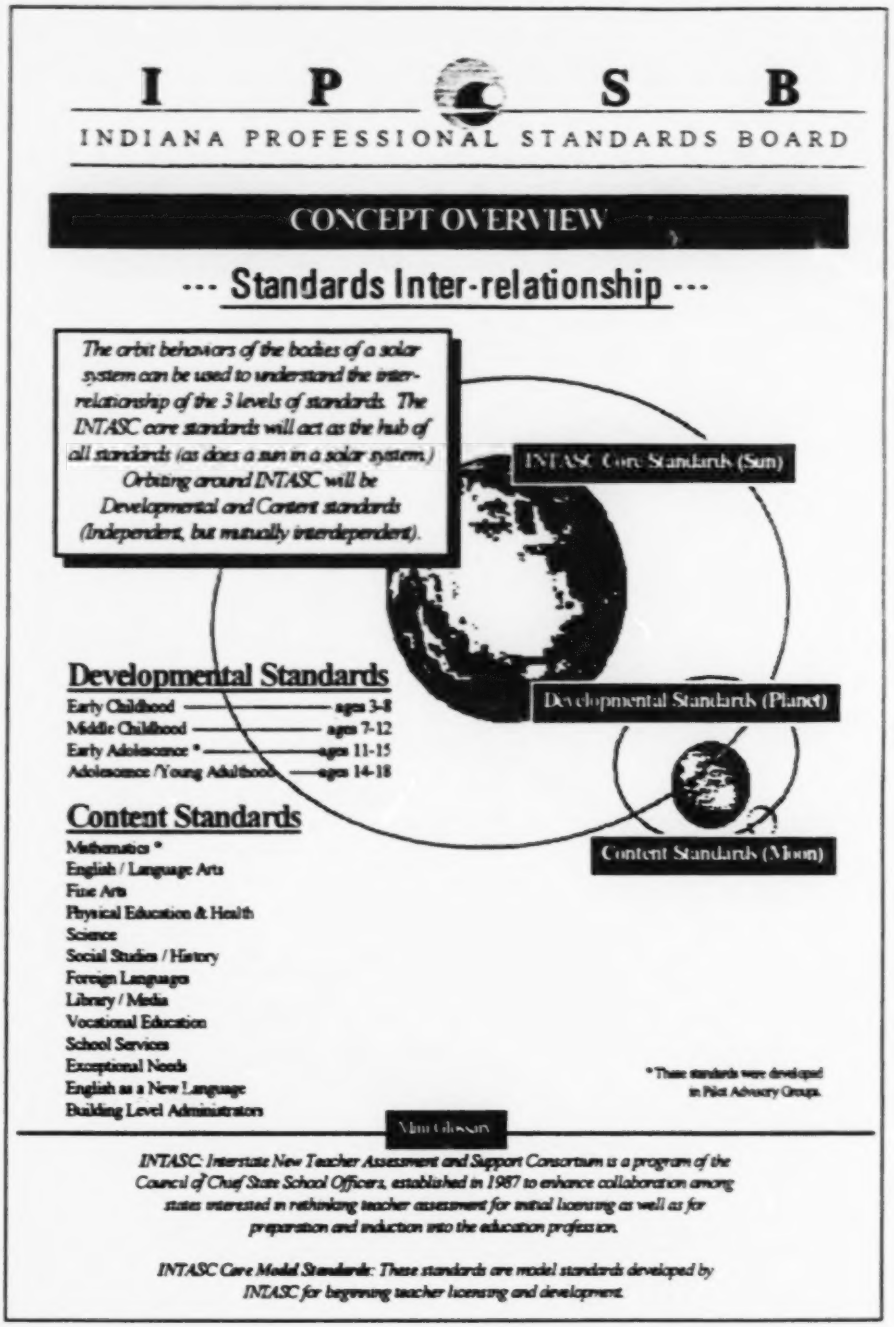
At the same time that the Board adopted the INTASC standards, it also formed two pilot groups, one for beginning teachers of mathematics encompassing the full spectrum of students' developmental stages from pre-kindergarten through grade 12, and one for beginning teachers of early adolescence generalist students, encompassing the core content areas. These groups were asked to recommend performance-based standards in their specific content and developmental areas and to recommend a process for the development of performance-based standards in other content and developmental areas. The standards were to be based on the INTASC Core Model Standards.

As the result of these two pilot groups, the IPSB adopted a charge, framework, and generic composition for the remaining advisory groups and adopted the following ten principles to guide the development of the standards for teacher preparation and licensure:

- **The new standards for preparing and licensing education professionals will be proficiency-driven.**
- **The new standards will reflect the continuum of professional development for education professionals.**
- **The new standards will describe the performances to be assessed for purposes of granting licensure.**
- **The new standards will be linked to Indiana's pre-kindergarten through grade 12 (P-12) initiatives for students, including curriculum standards and school to work initiatives.**
- **The new standards will be developed by educators through advisory group process adopted by the IPSB.**
- **The new standards will be associated with a quality assurance system encompassing the three phases of the professional development continuum.**
- **The new system for preparing and licensing education professionals will be simplified.**
- **Each group of standards will address the need for interdisciplinary education.**
- **The new standards will be based upon students' developmental stages rather than grade levels.**
- **An ongoing evaluation system will be designed and implemented such that the standards and corresponding rules pertaining to each licensing area are reviewed on a regular basis, according to a prearranged schedule.**

The standards framework is shown in the illustration at right. Using the metaphor of the solar system, the relationship between the INTASC core standards, developmental standards, and content standards is clearly depicted. Developmental and content areas are identified as well.

It is important to understand that the standards developed for each of the content and developmental areas are intended to describe effective practice for education professionals throughout the preparation continuum; that is, the standards will be the same for the beginning educator, the intern, and the experienced educator. What will vary is the level of proficiency expected, becoming more comprehensive and more skillful at each successive stage of the educator's career.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CONCEPT OVERVIEW
--- Standards Inter-relationship ---
The orbit behaviors of the bodies of a solar system can be used to understand the inter-relationship of the 3 levels of standards. The INTASC core standards will act as the hub of all standards (as does a sun in a solar system.) Orbiting around INTASC will be Developmental and Content standards (Independent, but mutually interdependent).
INTASC Core Standards (Sun)
Developmental Standards (Planet)
Content Standards (Moon)
Developmental Standards
Early Childhood — ages 3-8
Middle Childhood — ages 7-12
Early Adolescence * — ages 11-15
Adolescence /Young Adulthood — ages 14-18
Content Standards
Mathematics *
English / Language Arts
Fine Arts
Physical Education & Health
Science
Social Studies / History
Foreign Languages
Library / Media
Vocational Education
School Services
Exceptional Needs
English as a New Language
Building Level Administrators
* These standards were developed in Pilot Advisory Groups.
Mini Glossary
INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.
INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

The Standards Assessment Process

The Board realizes that the development of standards for performance-based preparation and licensing of education professionals is clearly an important step, but, to create a coherent system for an entire professional career, other areas need also to be considered. The Board is, therefore, also engaged in a redesign of preparation program accountability requirements, the redesign of licensing assessments, and the redesign of licensing renewal assessments.

To organize these three initiatives, the Board created a Continuum Linkage Committee, which would recommend to the Board a framework that (1) holds preparation programs accountable for providing learning opportunities that lead to the successful attainment of the knowledge, dispositions, and performances needed to teach, and their demonstration on structured assessments that are based on the standards; (2) bases licensing on completion of an approved program and on successful completion of performance-based assessments during an induction period; and (3) provides incentives as part of the licensing renewal system for education professionals to enhance their knowledge and skills based on the standards.

Assessing Dispositions

It is the Board's belief that dispositions cannot be assessed independently; rather, they must be demonstrated through habitual performance over time and that these judgments can only be made by professionals who themselves have demonstrated that they recognize, understand, and value identified dispositions.

Summary

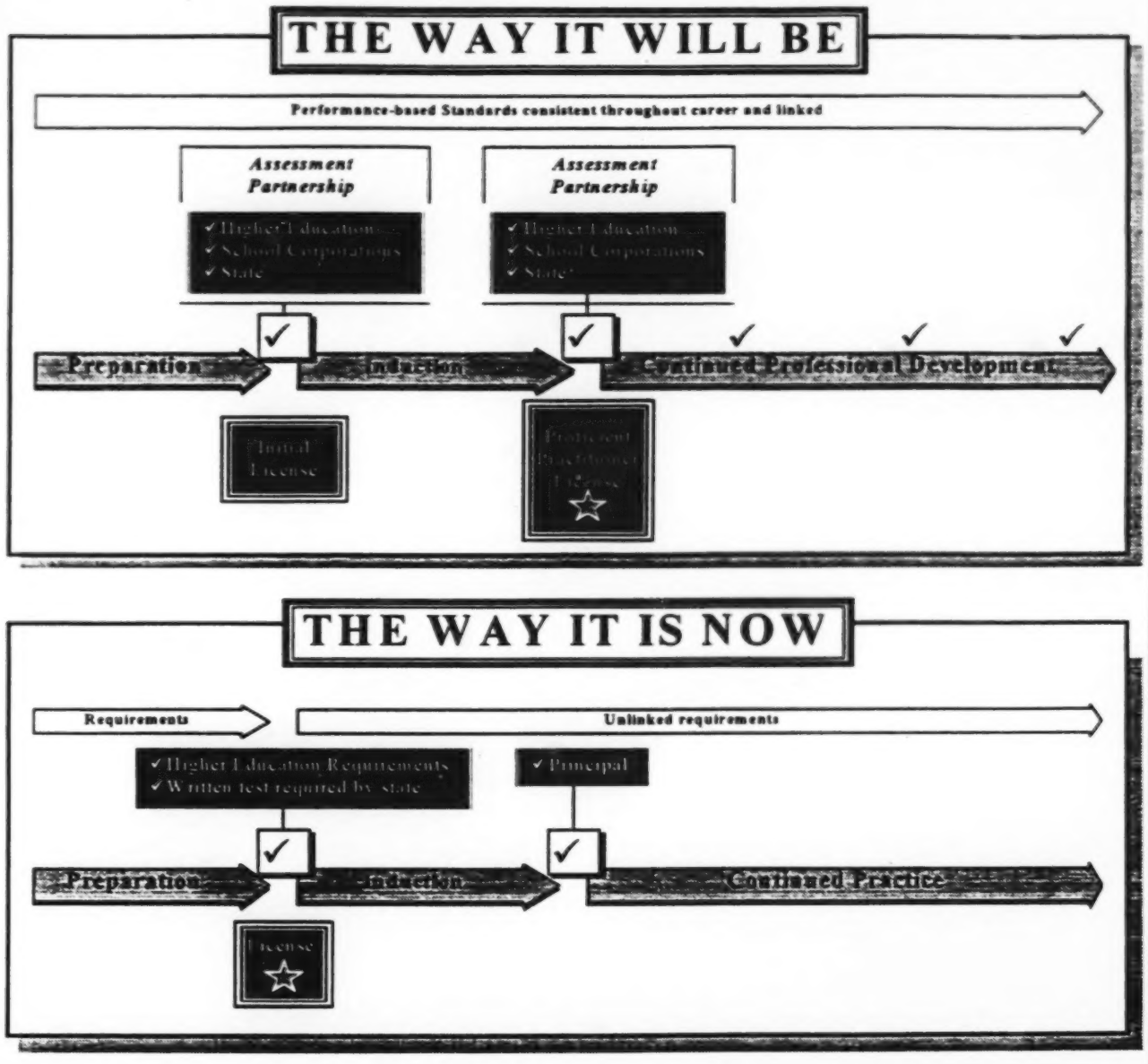
There are three stages to the IPSB Rules Revision Process: (1) Standards Development; (2) Assessment Development, and (3) Licensure Development. All stages are interdependent; that is, assessments must be integrally connected to the standards.

The illustration on the next page summarizes the efforts of the Indiana Professional Standards Board to create a system that will be driven by standards which reflect the most up-to-date knowledge about teaching and learning. The licensing system will be an active partnership with higher education, school corporations, and the state. The Board has made a conscientious effort to involve educators across the state in building the system.

When the new system is implemented, standards and assessments for preparing and licensing teachers will be purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the Board believes that Indiana will have teachers who are effective in helping all students respond to the new world in which they live.

CONCEPT OVERVIEW

--- Teacher Career Path ---



For further information about topics included in the Preface, see:

The IPSB Position Paper, February 16, 1995.
Interstate New Teacher Assessment and Support Consortium (INTASC) *Model.*
Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, September 1992.
Reframing the School Reform Agenda: Developing Capacity for School Transformation, *Phi Delta Kappan*, June 1993.
The IPSB Continuum Linkage Committee, *Assessment System Recommendations*, June 19, 1997.
What Matters Most: *Teaching for America's Future*, September 1996.

STANDARDS FOR TEACHERS OF ENGLISH/LANGUAGE ARTS

Standard #1: Concepts, Tools of Inquiry, and Structures of English/Language Arts.

English/Language Arts teachers understand the central concepts of literacy, of inquiry, and of the structures of the discipline so that they create positive learning experiences that make English/Language Arts meaningful for all students.

Performances:

English/Language Arts teachers:

1. relate research to practice in helping students develop their language abilities (e.g., writing process research and approaches to response based teaching of texts, etc.).

2. create opportunities for students to read a diverse range of literary and technical texts and create opportunities for them to write effectively using many forms.

3. engage students in meaningful experiences that extend their abilities to use language both creatively and as shaped by accepted conventions (e.g., standard usage, mechanics, spelling, etc.).

4. support student participation in many language communities (e.g., home, school, peer group, etc).

5. incorporate the historical and cultural perspective and changing nature of English/Language Arts in their approaches to teaching students.

6. integrate media and technology into their instruction.

7. ensure that students analyze and create messages shaped by social, cultural, intellectual, and political contexts and that students can explain how these contexts influence their own understandings.

8. create opportunities for students to use language as a tool of inquiry for many purposes.

9. engage in collaborative teaching and learning activities with colleagues in other disciplines.

Knowledge:

English/Language Arts teachers understand:

1. research on how people compose (create text) and make meaning with oral and written text and the implication of this knowledge for teaching.

2. that different approaches to teaching reading mirror different ways of understanding and analyzing texts.

3. the relationship between the processes of composing and responding.

4. a variety of literature including children's, adolescent, and adult literature, works by multi-cultural and international authors, works across nonfiction and fiction genres, and works from different time periods.

5. how to write using a variety of forms of written expression including creative and expository texts.

6. how different purposes and audiences may change composing and responding to oral or written texts.

7. a variety of nonverbal communication modes.

8. conventions of spoken, written, and dramatic texts and how such conventions influence meaning.

9. that the English language is alive and that it varies and changes in different regions, across different cultural groups, and across different time periods.

10. the influences of modern media and technology on communication, and how these may influence composing, interpreting, and responding with texts.

11. social, intellectual, cultural, and political contexts that shape language use.

12. that language has value as a means of inquiry.

13. that texts both reflect and shape perspectives of people from different time periods and from different cultural groups.

Dispositions:

English/Language Arts teachers:

1. care passionately about English/Language Arts (ELA) in their lives.
2. appreciate the importance of ELA in people's lives in all its various forms and uses.
3. appreciate that the English/Language Arts are dynamic and always changing.
4. recognize that their colleagues in other disciplines are also teachers of Language Arts.
5. value the concept that the Language Arts are an integrated whole.
6. respect each learner's unique language and language-learning style.

Standard #2: Knowledge of Language Development and Learning Theory.

English/Language Arts teachers understand how students acquire language and provide opportunities that support their learning and language development.

Performances:

English/Language Arts teachers:

1. model and nurture lifelong literacy learning in their classrooms.
2. use their knowledge of language development to design appropriate learning experiences.
3. create positive classroom environments where individual developmental differences are respected, supported, and encouraged.
4. base instruction on students' strengths, e.g., oral language.
5. integrate instruction among the English/Language Arts.

Knowledge:

English/Language Arts teachers understand:

1. the conditions that enhance the development of lifelong literacy learning.
2. how students develop their abilities to understand and use language.
3. that students' diverse backgrounds, attitudes, interests, and experiences influence their language learning.
4. oral language is the basis for developing written language.
5. each of the English/Language Arts (reading, writing, speaking, listening) is interrelated and develops concurrently.

Dispositions:

English/Language Arts teachers:

1. respect and appreciate the range of individual developmental differences and the impact on learning language.

2. value the role of families, community, and the world of work in promoting language growth.

3. respect and appreciate various forms of expression that are characteristic of different developmental levels.

Standard #3: Knowledge of and Adaptation to Diverse Learners.

English/Language Arts teachers understand how students differ in their approaches to learning language and create instructional opportunities that are adapted to diverse learners.

Performances:

English/Language Arts teachers:

1. use a variety of instructional strategies to help students with different learning modalities including reading aloud, literature-based projects, storytelling, drama, etc.

2. use awareness of diversity to enhance student learning and use of language.

3. use a variety of materials (including text, video and audio tapes, computer simulations, etc.) and instructional activities to empower students to use language effectively.

4. build upon student differences to further English/Language Arts learning.

Knowledge

English/Language Arts teachers understand:

1. language development theories and how they relate to individual learners.

2. how diversity influences the ways in which students learn and use language.

3. materials and instructional activities which are appropriate for helping students connect to, extend, and enhance their unique language development.

4. that there are multiple ways of knowing.

Dispositions:

English/Language Arts teachers:

1. appreciate and value a variety of instructional strategies to meet the individual language needs of students.

2. appreciate and respect diversity in order to enhance student language learning.

3. believe that using a variety of instructional materials and activities empowers students to use language effectively.

Standard #4: Instructional Strategies and Curriculum Design.

English/Language Arts teachers understand and employ a variety of instructional strategies which are developmentally appropriate for language learners and can use appropriate curriculum design for teaching the English/Language Arts.

Performances:

English/Language Arts teachers:

1. can articulate a philosophy of ELA which is based on critical characteristics of the discipline and which reflects students as continuous language learners.

2. design ELA curriculum which is student-centered.

3. develop ELA curriculum based on the assumption that ELA is an integrated subject.

4. design, develop, and implement multidisciplinary and interdisciplinary curriculum, especially in conjunction with colleagues.

5. use a variety of research-based strategies to help students become effective listeners, speakers, readers, writers, and viewers (e.g., process writing approaches, reader-response questioning strategies, etc.)

6. use art, drama, music, and other sign systems as part of the instructional repertoire.

7. meet individual needs by using a variety of instructional strategies that are responsive to the social and cultural contexts of the classroom.

8. use instructional strategies that provide for the active engagement of students.

Knowledge:

English/Language Arts teachers understand:

1. the key principles of ELA curriculum development, instruction, and assessment, and their underlying research bases.

2. a variety of curriculum models which help frame ELA as an active, involving curriculum for student language learners.

3. a variety of effective instructional strategies that help students become active readers, speakers, listeners, writers, and viewers.

4. ways to involve students through art, drama, music, and other sign systems.

5. instructional strategies that foster the active learning of language.

Dispositions:

English/Language Arts teachers:

1. hold a clear philosophy about ELA which informs their thinking about ELA curriculum and instruction and how their students learn and develop their own language.

2. believe that curriculum approaches and instructional strategies should be based on research and best practice and be flexible, varied, and responsive to student needs.

3. believe that ELA curriculum should be student-centered.

4. believe that curriculum frameworks reflect the notion that ELA is an integration of its components (speaking, reading, etc.).

5. value the potential role of ELA in multidisciplinary and interdisciplinary curriculum planning.

6. value instructional strategies which actively engage students in learning.

7. appreciate a variety of student expressions as listeners, speakers, readers, writers, and viewers.

Standard #5: Learning Environment.

English/language arts teachers use an understanding of individuals and groups to create a language learning community that encourages positive social interaction, active engagement in learning, self-motivation, and collaboration.

Performances:

English/Language Arts teachers:

1. create a caring and language rich learning atmosphere where all students have the opportunity to learn both cooperatively and individually.

2. work with students to create a social structure in the classroom which encourages active participation in a literate community.

3. structure their classroom organization and environment so that effective English/Language Arts instruction and learning can occur.

Knowledge:

English/Language Arts teachers understand:

1. how to nurture communities of language learners based on theories of human behavior.

2. the principles of effective classroom management and interaction.

3. situations which enhance or diminish a positive language learning environment.

4. the characteristics of a language rich environment.

5. the rights and responsibilities of the individual within a democratic environment for language learning.

Dispositions:

English/Language Arts teachers:

1. believe that the language learning environment should be shaped by practices based on research of human behavior in the social sciences.

2. are committed to fostering a language rich environment.

3. appreciate and respect that students have individual differences and function individually in groups and that groups have individual identities.

Standard #6: Communication Using Media and Technology.

English/Language Arts teachers use knowledge of effective media communication techniques to foster active inquiry, collaboration, and supportive interaction in classrooms.

Performances:

English/Language Arts teachers:

1. encourage student learning through a variety of media such as text, audiovisual aids, Internet access, word processing, desktop publishing, broadcast communications, etc.
2. integrate a variety of verbal and nonverbal media communication techniques in their practice.
3. select and encourage student selection of appropriate media and technology in support of learning.
4. model and encourage students to use media and technology appropriate to their experiences and needs.
5. model the use of media and technology as tools of inquiry.

Knowledge:

English/Language Arts teachers understand:

1. a variety of media communication techniques.
2. how to integrate current media technology in support of a collaborative, interactive language classroom.
3. that student experiences can affect student interactions with media and technology.
4. how to use media and technology as a tool for inquiry in ELA classrooms.

Dispositions:

English/Language Arts teachers:

1. value the role of media and technology in instruction.
2. believe media and technology are integral parts of Language Arts instruction.
3. value a variety of student expressions through media and technology.
4. value the role of media and technology in personal and collaborative inquiry.

Standard #7: Assessment.

English/Language Arts teachers understand and use formal and informal assessment strategies to evaluate and ensure continuous language growth.

Performances:

English/Language Arts teachers:

1. collect multiple types of assessments on language learners.

2. design multiple types of assessment instruments (e.g., observation, rubrics, rating scales, checklists, anecdotal records, etc.) for classroom use.

3. use multiple sources of data to assess the growth of individual language learners in their reading, writing, speaking, listening, viewing, and enacting activities.

4. use assessment data to adjust English/Language Arts curriculum and instruction to student needs.

5. explain these assessments and results clearly to students, parents, and others in the community of learning.

6. provide opportunities for students to assess their own language growth through the use of portfolios, publications, oral interpretations, enactments, etc.

Knowledge:

English/Language Arts teachers understand:

1. various assessment strategies for reading, writing, speaking, listening, viewing, and enactments (e.g., miscue analysis, portfolios, peer and individual conferencing, tests, observations, oral and written language use, performances, etc.).

2. when it is appropriate to use each type of assessment and how to use this information to promote student learning.

3. interpretation of various kinds of data assessing the learner's reading, writing, speaking, listening, viewing, and enacting abilities.

Dispositions:

English/Language Arts teachers:

1. believe that assessment is an interwoven, natural, ongoing activity in classroom instruction.
2. believe that using multiple assessment strategies increases opportunities for successful language growth.
3. are convinced that an important goal is student self-assessment of reading, writing, speaking, listening, viewing, and enactments.
4. realize that assessments can be empowering for student language growth.
5. are sensitive to the connection between student linguistic background and supportive assessment practices.

Standard #8: Professional Development.

English/Language Arts teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Performances:

English/Language Arts teachers:

1. attend conferences, workshops, continuing education classes, and other professional development opportunities in the ELA field.
2. read professional literature relevant to ELA instruction on a regular basis.
3. participate in continual personal and collegial reflection on practice.
4. use a variety of ways to monitor the effects of their practice on students, parents, and professional colleagues.
5. collaborate with colleagues in the ELA and other disciplines.
6. investigate their own biases and seek to resolve problems that stem from areas of conflict.
7. conduct research in the classroom which assists them in improving their practice.
8. model reading and writing and effective oral language uses.

Knowledge:

English/Language Arts teachers understand:

1. how professional organizations/associations, conferences, advanced course work, and other professional opportunities in the ELA field contribute to professional growth.
2. a variety of ways to evaluate their own practice and continue their own learning.
3. the meaning of "reflective practice."
4. the importance of teacher collaboration and cross-disciplinary cooperation.
5. the purposes of and ways to generate classroom research.
6. enthusiasm for the development of oral language as well as literature and composition.

Dispositions:

English/Language Arts teachers:

1. are committed to continually upgrading their professional knowledge and skills.
2. believe effective teachers continually monitor their own practice and its effects on students, parents, and professional colleagues.
3. are committed to allotting time for personal and collegial reflection on practice.
4. value lifelong literacy learning for both students and teachers.
5. value the need for teacher collaboration and cross-disciplinary cooperation.
6. believe teachers should be researchers in their own classrooms.

Standard# 9: School and Community.

English/Language Arts teachers work closely with school colleagues, care givers, parents, and agencies in the larger community to support students' language learning and well-being.

Performances:

English/Language Arts teachers:

1. develop a school and classroom community that values many levels and types of literacy including the acquisition of English as a second language.

2. create an atmosphere that addresses the students' needs for a sense of belonging to the school and to the larger community as language users.

3. create opportunities for language experiences through participation in the school and larger community.

Knowledge:

English/Language Arts teachers understand:

1. the need to develop a school community that values many levels and types of literacy including the acquisition of English as a second language.

2. students' needs for a sense of belonging to the school and to the larger community of language users.

3. the different kinds of resources available within a community which support language development and use.

Dispositions:

English/Language Arts teachers:

1. acknowledge the need to develop a school community that values many levels and types of literacy including the acquisition of English as a second language.

2. value the students' needs for a sense of belonging to the school and to the larger community.

3. value the larger community as a source of authentic language experiences.

Appendix

Recommendations for Developing ELA Programs for Teachers of Early Childhood and Middle Childhood:

The ELA Advisory Group acknowledges, as background to these recommendations, the review and use of ideas from the following professional groups:

- INTASC English/Language Arts Principles
- National Council of Teachers of English/International Reading Association's Standards for the English Language Arts
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Association's Standards for Reading Professionals.

Recommendation 1:

All Early Childhood and Middle Childhood ELA teachers should have a literacy content background derived from the ELA standards. This background should enable them to assist the growth of oral and print literacy development in students in the Early Childhood and Middle Childhood stages. Teachers at these levels must themselves have strong oral and literacy abilities including:

- writing
- literature
- oral discourse.

Early Childhood and Middle Childhood ELA teachers must be able to assist students in becoming literate and orally proficient. Early and Middle Childhood ELA teachers must be proficient in:

- elementary reading and language arts
- diagnostic assessment of reading and writing
- oral discourse theory and language development.

Recommendation 2:

In addition to the background under Recommendation 1, the Early Childhood and Middle Childhood ELA teacher's content background should include:

Literature and Reading

- reading and understanding a wide variety of children's literature across the genres of picture books, poetry, novels, short stories, drama, biography, autobiography, and other imaginative and non-fiction works
- reading and understanding a wide variety of children's literature by multicultural and international authors of both genders

- knowledge and understanding of theories of reading and of the reading process and how these relate to sound reading strategies
- knowledge and understanding of diagnosis and remediation of reading difficulties.

Writing

- knowledge and understanding of theories of writing and of the writing process and how these relate to sound writing strategies
- knowledge and understanding of the writing process as a tool of inquiry, research, and self-expression.

Language and Media

- knowledge and understanding of language theory including the language acquisition process, the language development process, the history of the English language, the changing nature of language, its different and variant forms, and language appropriateness in different contexts
- knowledge and understanding of accepted rules of grammar, mechanics, syntax, and usage
- knowledge and understanding of a variety of media forms.

Speaking, Listening, Nonverbal

- knowledge of skills associated with public address and debate as well as speaking for a variety of purposes
- knowledge of the importance of critical and aesthetic listening
- knowledge of the importance of interpersonal and group communication skills
- knowledge of the importance of oral interpretation skills
- knowledge of the role that other sign systems (e.g., art, music, drama) play in language growth.

For this developmental level, and for this level of schooling, Early Childhood and Middle Childhood ELA teachers' pedagogical and liberal arts backgrounds must build from the assumption that the English Language Arts is an integrated whole that includes reading, writing, speaking, and listening and that is grounded in thinking. Pedagogy should model:

- integration of ELA (reading, writing, speaking, and listening) in creating and interpreting texts and the use of themes for this integration, especially as this fits the remaining ELA curriculum and instruction standards
- integration of ELA with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

Where these specific areas on content for the Early Childhood and Middle Childhood teacher are taught, a modeling of the wholeness and integration of the ELA throughout these formative content experiences would best serve the learning of the content and would reinforce the intent of the ELA standards.

Recommendations for Developing ELA Programs for Teachers of Early Adolescence:

The ELA Edit Team acknowledges, as background to these recommendations, the review and use of ideas from:

- Early Adolescence/English Language Arts Standards from the National Board for Professional Teaching Standards
- INTASC English/Language Arts Principles
- Indiana's standards for the Early Adolescence Generalist
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Teacher's Standards for Reading Professionals
- NCATE/NCTE Approved Curriculum Guidelines for English/Language Arts.

Recommendation 1:

All teachers of young adolescents need to know about oral and written literacy and they need to have a literacy content background, derived from the ELA standards, which allows them to assist the growth of oral and print literacy development in young adolescents in their subject fields and on a team. Teachers at this level must themselves have appropriate oral and literacy abilities including:

- writing
- literature
- oral discourse.

Teachers at this level must be able to assist their students in becoming orally proficient as well as literate in their various content areas. ELA teachers of young adolescents must be proficient in:

- reading and writing in the content areas appropriate for young adolescents
- diagnostic assessments of reading and writing appropriate for young adolescents
- oral discourse theory and language development appropriate for young adolescents.

Recommendation 2:

In addition to the background under Recommendation 1, the ELA/EAG teacher's content background, in order to best fulfill the intent of the standards, especially Standard 1, should include:

Literature and Reading:

- reading and understanding a wide variety of literature across the genres of poetry, novels, short stories, drama, biography and autobiography and of other imaginative and non-fiction types of works
- reading and understanding of a wide variety of literature by multicultural and international authors and authors of both genders

- reading and understanding a diversity of American works
- reading and understanding of a wide diversity of YA literature selections and authors
- knowledge and understanding of theories of reading and of the reading process and how these relate to sound reading strategies, as well as how reading is used as a tool of inquiry

Writing:

- knowledge and understanding of theories of writing and of the writing process, including the concepts of purpose and audience, and how these relate to sound writing strategies, as well as how writing is used as a tool of inquiry.

Language and Media:

- knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms (dialect), and the contexts for language appropriateness (sociocultural basis of language)
- knowledge and understanding of accepted rules of grammar and syntax and usage
- knowledge, understanding, and critical judgment of a variety of media forms, how each works, and their relationships to print and oral language.

Speaking, Listening, and Nonverbal:

- knowledge about and ability in public address and debate, speaking for various purposes, critical and aesthetic listening abilities, interpersonal and group communication skills or intercultural communication skills, and oral interpretation
- knowledge and understanding about the relationship of enactments (informal drama) to language growth in oral and written forms.

For this developmental level, and for this level of schooling, ELA/EAG teachers' pedagogical and liberal arts backgrounds must take into account the overriding assumption that the English Language Arts are an integrated whole (reading, writing, speaking, and listening grounded in thinking and other NCTE basics). Pedagogy should model:

- integration of ELA (reading, writing, speaking, and listening) in creating and interpreting texts (oral, written, visual, enacted) and the use of themes for this integration, especially as this fits the EAG curriculum and instruction standards
- integration of ELA with other discipline areas for the purposes of multidisciplinary, interdisciplinary and integrated curriculum development.

Where these specific areas of content for the ELA/EAG teacher are taught, a modeling of the wholeness and integration of the ELA throughout these formative content experiences would best serve the learning of the content and would reinforce the heart of the remaining pedagogical standards for ELA (Standards 2-9).

Recommendations for Developing ELA programs for Teachers of Adolescence and Young Adulthood:

The ELA Advisory Group acknowledges, as background to these recommendations, the review and use of ideas from:

- INTASC English/Language Arts Principles
- Adolescence and Young Adulthood/English Language Arts Standards from the National Board for Professional Teaching Standards
- Speech Communication and American Association of Theater Education Certification and Preparation Standards
- International Reading Teacher's Standards for Reading Professionals
- NCATE/NCTE Curriculum Guidelines for English Language Arts
- Indiana Professional Standards Board Standards for Adolescence and Young Adulthood Generalists.

Recommendation 1:

The ELA Advisory group believes that all AYA teachers, regardless of content major or academic emphasis, should have a literacy content background derived from the ELA standards. This background should enable them to assist the continued growth of oral and print literacy development of older adolescents and young adults in all content areas. Teachers themselves must have strong oral and literacy abilities including:

- writing
- literature
- reading
- oral discourse.

All AYA teachers must be able to assist students in becoming orally proficient as well as literate in their various content areas. The ELA teacher at this level must be proficient in:

- reading and writing, including methodology
- diagnostic assessment of reading and writing of adolescents and young adults
- oral discourse theory and language development.

Recommendation 2:

In addition to the background under Recommendation 1, the ELA teacher's content background should include substantial study in the English/Language Arts including:

Literature and Reading:

- reading and understanding a wide variety of literature across the genres of poetry, novels, short stories, drama, biography and autobiography and of other imaginative and non-fiction types of works

- reading and understanding of a wide variety of literature by multicultural and international authors and authors of both genders
- reading and understanding a diversity of American literature
- reading and understanding a variety of British works and their relationship to the history of the English language
- reading and understanding a wide diversity of contemporary literature
- knowledge and understanding of critical theories of interpreting written texts and skills to interpret such texts
- knowledge and understanding of theories of reading and of the reading process and of strategies for helping students read a variety of texts well.

Writing:

- knowledge and understanding of theories of writing and of the writing process and how these relate to sound writing strategies
- knowledge and understanding of the writing process as a tool of inquiry
- knowledge about and ability to model writing well in a variety of forms.

Language and Media:

- knowledge and understanding of language theory, including the language acquisition and language development processes, the history of the English language, and the changing nature of language and its different and variant forms, and language appropriateness for various societal contexts;
- knowledge and understanding of accepted rules of grammar and syntax and usage,
- knowledge and critical understanding of a variety of media forms and how these relate to other oral and written texts.

Speaking, Listening, and Nonverbal:

- knowledge and understanding of and skills associated with public address, debate, and speaking for a variety of purposes
- knowledge and understanding of the importance of critical and aesthetic listening
- knowledge and understanding of the importance of interpersonal and group communication skills, especially among different cultures
- knowledge and understanding of the importance of oral interpretation skills
- knowledge and understanding of the importance that enactments (informal drama) have in relation to language growth.

Since the English Language Arts is an integrated whole (reading, writing, speaking, and listening grounded in thinking), pedagogy should model:

- integration of ELA (reading, writing, speaking, and listening) in creating and interpreting texts and in the use of themes for this integration, especially as this fits the ELA curriculum and instruction standards
- integration of ELA with other discipline areas for the purposes of interdisciplinary and integrated curriculum development.

Glossary
Draft/Not for Board Approval

Composing: a thinking process in which people create text.

Conventions: an accepted practice in a spoken or written language, accepted rules by a field, e.g., standard usage of language, mechanics, grammar, spelling, etc.

Dispositions: values, beliefs, and attitudes toward education, students, and communities that guide an educator's professional practice.

Diversity: the wide range of ways in which individuals or groups and populations have observable, demonstrable physical and behavioral differences.

Enact: (enacting, enactment): the ability to do; the process of doing, e.g., dance, movement, gesture, dramatic activity, etc.

English/Language Arts: the field that encompasses all aspects of the English language.

Genre: category of classification, usually by form, technique, or content.

Inquiry: a systematic investigation of a topic or issue as part of discovering possible solutions for problems or as part of discovering new knowledge or new perspectives on existing knowledge.

Learning modalities: different ways to learn, e.g., auditory, visual, tactile, or kinesthetic.

Literacy: the capacity to record a wide range of reading, writing, spelling, and other language tasks associated with everyday life (IRA-NCTE Standards 1996).

Multicultural: multitude of differing viewpoints and perspectives, e.g., cultural, language, socioeconomic, gender, etc.

Multiple ways of knowing: an understanding by rational, emotional, spacial, motor, or intuitive means, or a combination of these means.

Reflective practice: the process of looking at one's experiences and giving careful consideration to the experiences by analyzing and evaluating results.

Repertoire: the range of approaches for doing a task.

Responding: the process of listening, reading, and reviewing that encompasses personal reaction as well as comprehension, analysis, synthesis, and critical thinking.

Sign Systems: different ways to express meaning; they include language, art, music, drama, and mathematics.

Text: refers to printed communications in their varied forms; oral communicating, including conversations, speeches, etc.; and visual communications such as film, video, and computer displays.